

You, your classmates, and your instructor will work on pre-reading, reading, and post-reading activities together using the text “Students at Many Small Colleges Now Have Programs to Feel More Welcome.”

### Before You Read

- Look at the passage on pages 4-5.
- Pay attention to the screen and your instructor’s explanations.

1. What is a **title**? (slides 3-4)

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Draw a box around the **title** of today’s reading on page 4.

2. What is a **byline**? (slides 5-6)

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Underline the **byline** for today’s reading on page 4.

3. What is a **subheading**? (slides 7-8)

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Find the subheadings for today’s reading on pages 4-5. Draw a box around each one.

4. Is there a **graphic** in today’s reading?

Circle the graphic and write a sentence explaining why you think the author chose this graphic for this reading.

5. Circle one of the options at the end of the sentence.

When someone says “**the reading**,” “**the reading text**,” or “**the article**,” they are talking about one part of the reading/all of the reading (slides 11-12).

6. What is a reading **section**? (slides 13-14)

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How many **sections** are there in today's reading? \_\_\_\_\_

7. What is a **paragraph**? (slides 15-16)

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Look at today's reading and number all its paragraphs.

8. Use **sentence** and **paragraph** numbers to indicate where in the reading you can find the following information:

a. How much money Audrey's mother earns.      **Paragraph** \_\_\_\_\_, **sentence**\_\_\_\_\_.

b. Where Smith College is located.      **Paragraph** \_\_\_\_\_, **sentence**\_\_\_\_\_.

c. How much tuition costs at Smith College.      **Paragraph** \_\_\_\_\_, **sentence**\_\_\_\_\_.

9. Use **line** and **paragraph** numbers to indicate where in the reading you can find the following information:

a. How Audrey pays for tuition.      **Paragraph** \_\_\_\_\_, **line**\_\_\_\_\_.

b. Where Audrey's hometown is.      **Paragraph** \_\_\_\_\_, **line**\_\_\_\_\_.

c. Where her parents were born.      **Paragraph** \_\_\_\_\_, **line**\_\_\_\_\_.

## Vocabulary Preview

- Before you begin reading, learn the meaning of these vocabulary words you will find in the text. Read the sentence using the vocabulary word and then try to guess the meaning of the vocabulary word.
1. Audrey's family cannot **afford** to visit Europe because they only make \$15,000 a year.
    - a. To have the money to do something
    - b. To not have enough money to do something
    - c. Buy
  2. When you do something wrong or something that hurts someone, it is a good idea to **apologize**.
    - a. To say "I'm sorry"
    - b. To pretend it didn't happen
    - c. To fix a problem
  3. Audrey gets a **scholarship** to pay for college. The school gave her this **scholarship** because she is a good student and her family does not have enough money to help her pay for school.
    - a. Money given to a student to buy new clothes
    - b. Money given to a student after they work a job
    - c. Money given to a student to pay for school
  4. Audrey's parents are from Mexico, but Audrey was born in the United States. She is a **first-generation American**.
    - a. Children born in the United States to immigrant families
    - b. Children who move to the United States from other countries
    - c. Children who grow up in the United States
  5. If a student goes to college, but nobody else in their family has ever gone to college, that student is a **first-generation student**.
    - a. Someone who goes to college
    - b. Someone who is the first to go to college in their family.
    - c. Someone who doesn't pay for college.
  6. A student who does her homework, practices what she learns, and prepares for quizzes and tests is a student who is **making an effort**.
    - a. Being lazy
    - b. Getting good grades
    - c. Working hard at something

## Reading

- Listen as your teacher reads a section of the reading aloud. Then read the rest of the text silently.
- While you read, make sure you underline or mark information you think is important.

# Students at Many Small Colleges Now Have Programs to Feel More Welcome

By *The Hechinger Report* (adapted)

Audrey Olmos-Govea remembers sitting in class at Smith College. She could not believe what she had just heard. The teacher turned to the students and said, "You've all been to Europe, right?" Most of her classmates said they had. It made Olmos-Govea feel as if she did not belong there. She is the



first one in her family to go to college. Her family lives on just the \$15,000 a year her mother earns. Olmos-Govea, who is Mexican-American, had flown only once in her life. Her family could not afford to go to Europe. "I haven't been to Europe," she told the class. "My family didn't take vacations. I worked every summer." The teacher turned red and apologized. "But after the fact, I knew it was the right thing to do," she said.

## Many Colleges Help And Encourage Poorer Students

Smith is a very good college in Northampton, Massachusetts. It costs \$63,950 each year, not including books. Many of Omos-Govea's classmates are rich. Omos-Govea gets a scholarship, which is money for school. It is the only way she can afford to go. Olmos-Govea is in her third year at Smith. She came from a town in California where nearly 4 out of 10 people over age 25 did not finish high school. Most of them do not speak English at home.

In the last few years, more and more small colleges are trying to help first-generation Americans such as Olmos-Govea. Her parents are poor and were born in Mexico. Just 3 out of 10 first-generation students will finish college within six years, a group known as the Pell Institute found. The group does studies and encourages first-generation students to go to college. Usually, it takes four years to graduate. The poorest students, like Olmos-Govea, have only a 1

in 10 chance of graduating by age 24. Many of these colleges know what keeps first-generation students from graduating. The schools are expensive. Students may not be prepared for the difficult classes. They might also be afraid of asking for help.

### **"Hanging With My People"**

At Smith, 1 out of every 5 new students is both a first-generation American and first-generation college student. Five years ago, the school created a program to help them. It encourages them to connect with other students. It also gives those young people a chance to learn about Smith before classes begin. The purpose of the program is to help them be more confident and feel that they belong.

"Last year I was talking to a student who was homesick. I started talking to her like I would any other homesick student," said Marge Litchford. She started the program for first-generation students at Smith. "But then I realized she wasn't going to see her parents for the whole year because she couldn't afford to fly home."

Not long ago, 12 new Smith students listened to college President Kathleen McCartney. She was the first in her family to go to college. McCartney told the students that a high school instructor talked her out of applying to go to a very good college. She applied to a top university near her home anyway and got in. McCartney described how hard it was to work part time and go to class. After her talk, she tweeted a photo of the group. The students called it "Hanging with my people @smithcollege #FirstGenSmithies"

### **The Efforts Are Working**

There are few first-generation students at the best big colleges, a University of Michigan study said. However, some small colleges are trying to change that. They are making an effort to get more first-generation students. They are succeeding at it.

At Smith, about 9 out of 10 first-generation students will graduate in four years. As a new student, Olmos-Govea did not feel very comfortable. Now she is full of confidence. "Being here," Olmos-Govea said, "has taught me how to handle myself in those situations. It hasn't made me any less scared. But Smith has taught me to question."

## After You Read

- Answer the following questions about the reading. If you are writing down your answer, make sure you write complete sentences.

1. What genre do you think this reading belongs to?
    - a. Textbook chapter
    - b. Magazine article
    - c. A welcome letter to new college students
  2. Who could be the intended audience for this reading?
    - a. People interested in college and helping college students
    - b. Family doctors
    - c. People who are want to find a job
  3. What is the purpose of this reading?
    - a. To give instructions
    - b. To advertise a product
    - c. To give information
  4. What is the main idea of the reading? What is the reading about?
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5. What is the main idea of paragraph 1?
  - a. Audrey felt different from other students at her college.
  - b. Many students have gone to Europe.
  - c. Audrey's instructor felt embarrassed.
6. What did Audrey do during the summer?
  - a. She took vacations with her family.
  - b. She prepared for the next school year.
  - c. She worked.
7. Which one is true?
  - a. In Audrey's hometown 40% of people 25 years old or older finish high school.
  - b. 3 out of 10 first-generation students finish college in four years.
  - c. Only 10% of students like Audrey finish college by age 24.
8. Read the sentences below and guess the meaning of the word **encourages**.

*Five years ago, the school created a program to help them. It encourages them to connect with other students. It also gives those young people a chance to learn about Smith before classes begin. The purpose of the program is to help them be more confident and feel that they belong.*

- a. gives
- b. helps

c. pays

9. Kathleen McCartney is the president of Smith College. In what ways is she similar to Audrey?
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10. Read these sentences again and guess which statement could be true.

There are few first-generation students at the best big colleges, a University of Michigan study said. However, some small colleges are trying to change that. They are making an effort to get more first-generation students. They are succeeding at it.

- a. More first-generation students will graduate from small colleges than from bigger colleges.
- b. The University of Michigan is getting more first-generation students.
- c. The University of Michigan is making an effort to get more students.

<b>Vocabulary Practice</b>
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- Read the sentences and fill in each blank with one of the words from the box. Only four words are used.

Afford	First-generation American	First-generation student
Scholarship	Apologize	Make an effort

1. College tuition is very expensive. This means many students can't \_\_\_\_\_ to go to college, or they have to work a lot and go to school at the same time.
2. It is harder for a \_\_\_\_\_ to graduate from college or to graduate on time because they don't have family members who understand their situation and can give them advice.

3. Colleges try to \_\_\_\_\_ to help students who are first-generation Americans. They offer financial help like \_\_\_\_\_ and financial aid to students who need it.

- Write full sentences to answer the questions below. Use at least one vocabulary word in each answer.

1. Finishing college is more difficult for some students. Why?

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2. What do you think about the cost of college tuition in the United States?

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3. What is some advice you can give to new college students?

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## Extra Practice

- Read the text below and answer the questions.

To: mariaacevedo@mvd.com

Cc:

Subject:

From: luciaalvarez@elcajon.com

Signature: None

Dear cousin,

How are you? I hope all is well with you and your family. We are doing well here. I am in school now because I want to learn English now that I live in the United States. I study at Grossmont Community College, and I have three classes. In my classes I learn listening, speaking, reading, and writing skills. The teachers make us work hard and want us to practice English when we are at home. It is difficult to find the time to study and do homework because I also work and take care of my family, but I know I need to make an effort so I can learn. My school is not too big and people are friendly. There are offices that want to help students financially and with tutoring. This is very important because college tuition and college textbooks in the United States are not cheap. Many students can't afford tuition unless they get scholarships or financial aid. I am happy that there is a tutor in my class. There are also tutors at the English Writing Center and at the Tutoring Center. They can help me if I need extra practice, and their services are free!

I know you also started college in Spain this year. What can you tell me about your school?

I hope to hear from you soon.

I love and miss you!

Lucia

1. What genre does this text belong to?

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2. Who is the audience?

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3. What is the purpose of the text?

- a. To give someone instructions
- b. To keep in touch with a loved one
- c. To ask a question from a professional

4. Where does Lucia live?

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5. Where does Maria live?

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6. How many classes does Lucia have?

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7. Why does Lucia say that college in the United States can be difficult? Give more than one reason.

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8. What do you think the words **financial** and **financially** mean in the sentences below?

*There are offices that want to help students financially and with tutoring. This is very important because college tuition and college textbooks in the United States are not cheap. Many students can't afford tuition unless they get scholarships or financial aid.*

- a. Related to **money**
- b. Related to **books**
- c. Related to **tutors**

9. Where can Lucia get help if she needs extra practice?

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10. Why do you think Lucia wants to know about Maria's school? What information do you think she wants to know?

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[illegible]